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ABSTRACT

The supplement to a previous bibliography lists 39 references concerned with the transition of learning-disabled (LD) students from secondary to postsecondary and work settings. An introduction provides a review of current issues and identifies five assumptions in the literature: (1) the transition process does exist; (2) transition is an important phase in the lives of learning-disabled individuals; (3) support is necessary during this process; (4) learning-disabled adolescents and adults will probably continue to need services throughout their lives; and (5) there are a variety of transition ideologies expressed in the literature. Eight critical questions are identified, including who should be responsible for service delivery and how transition services should be funded. Citations, dated from 1977 through 1987, are listed alphabetically by author, have extensive abstracts as well as availability information, and are coded as to whether they focus on: secondary services/LD adolescents, postsecondary services/LD adults, vocational or job-related skill development, or various other issues and theories dealing with transition. Considered in greater depth are citations considered germane to the LD Transition Project. Appendixes list a variety of related materials and their sources. (DB)

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SUPPLEMENT #1 to

The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography

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INTRODUCTION

How quickly things can change! It was exactly one year ago that staff from the LD Transition Project at the University of Minnesota first compiled a selective bibliography of approximately 75 citations which we felt were representative of the current knowledge about the transition of learning disabled students from secondary to postsecondary settings.

Since then, the volume of material about transition has continued to grow and become more sophisticated. The excellent quality of many new materials about the transition process makes this information easily applicable and beneficial to LD individuals, their families, and the staff who work with them. In these recent materials, techniques and theory are postulated by professionals from many different fields addressing the diverse needs of LD individuals (i.e. education, vocational rehabilitation, counseling, parent organizations, etc.). As we continue to delve deeper into the transition process, it becomes clear that such a complex developmental process requires the joint expertise of many disciplines.

Common Transition Issues

After reviewing the many citations in this Supplement, we have found that the knowledge about the transition process of LD individuals is rapidly evolving. This evolution has spawned five common assumptions:

1) *The Transition Process Does Exist*. Many authors now assume that there is a developmental phase between adolescence and adulthood when learning disabled individuals shift their attention from passing classes and socializing in high school towards the independence, challenges and freedom of adulthood (New York Area Study Group, 1986; Okolo & Sitlington,1986; Price, 1986; Scheiber & Talpers, 1987). Hedberg (1987) defines this developmental phase:

> "Transition is a process designed to move students from school to postsecondary education or employment and a quality adult life. This process includes the development of independent living skills and involvement in social and recreational activities as well as the opportunity for job placement and advancement".

2) *An Important Phase*. Since many professionals assume that a transition process happens, they also postulate that it is a critical developmental milestone in the

lives of individuals with learning disabilities (Dalke & Schmitt, 1987; Kroll, 1984; National Joint Committee on Learning Disabilities,1985; Okolo & Sitlington, 1986;Scheiber & Talpers, 1987).

3) *Support Is Necessary.* A great deal of support must be available during the transition process. This support will vary in style and substance depending upon individual needs and the local service delivery available. For example, some authors emphasize vocational services, such as job clubs, teaching work-oriented social skills or working in tandem with Vocational Rehabilitation counselors (Brill & Brown, 1986; Brown, 1982; Clark,1980; Crimando,1984; Okolo & Sitlington, 1986). Other authors focus on social skills and psychosocial difficulties (Alley, Deshler, Clark, Schumaker, & Warner, 1983; Donahue & Bryan, 1984; Morse, 1977; National Joint Committee on Learning Disabilities, 1987; Orzek, 1984; Rosenthal,1986). Still other authors advocate academic and remedial skills support as vital for success in postsecondary settings (Cronin & Gerber, 1982; Hinds, 1984; Mangrum & Strichart, 1984; New York Area Study Group on Transition, 1986; Scheiber & Talpers,1987; Seidenberg, 1986).

4) *Life-Long Process.* No matter what type of support is offered, many authors concur that the service delivery for LD adolescents and adults is not a short-term commitment. LD students do not "grow out of" their disability. The services will continue to be crucial for LD individuals (and their families) throughout their lives. (AHSSPPE, 1986; Hedberg, 1987; Kroll, 1984; National Joint Committee on Learning Disabilities, 1985; Seidenberg, 1986; Scheiber & Talpers, 1987). However, as illustrated in this bibliography, the specific services required may be different, depending on such varying factors as the LD individual's age, physical or mental health, economic status, etc.

5) *Transition Ideology.* A number of authors examine the development of transition idealogy. Some professsionals emphasize that the thrust of transition services and theory must be interdisciplinary to be successful (HELDS, 1982; Okolo & Sitlington, 1986; Seidenberg,1986). Others feel that focusing on the LD individual is not enough. They strongly advocate that parental support and information is vital during the transition process (Hedberg, 1987; New York Area Study Group on Transition, 1986; Seidenberg, 1986; Scheiber & Talpers, 1987). Other authors advocate that the staff have special training to deliver transition services (National Joint Committee on Learning Disabilities,1987; Rosenthal, 1986).

It should be noted that the majority of the authors in this Supplement continue to press for more empirical data about the transition process and the development of LD adolescents and adults (Cronin & Gerber, 1982; Kroll, 1984; Miller, 1981; National Joint Committee on Learning Disabilities, 1987; Okolo & Sitlington, 1986; Price, 1986; Sachs, Iliff & Donnelly, 1987).

Questions Remain

Although there is some consensus emerging about the previously described issues, other critical questions clearly remain in the transition literature. Some examples are:

1. What is transition? (The transition process is often defined by local needs and expertise of staff available.)
2. What are appropriate transition services?
3. When should the services be provided?
4. Where should the transition services be provided? (Secondary versus postsecondary roles are still not clearly defined.)
5. Who should be responsible for service delivery?
6. How do we pay for transition services and staff?
7. How do we measure progress during the transition process? (i.e. what yardstick to use)
8. Which are individual characteristics and which are general trends seen during the transition process? (i.e why longitidual data is needed)

Studies about LD Adolescents and Adults

Because many authors continue to push for further empirical data, we have included a number of articles and monographs in this Supplement as examples of the research currently available. All of the material discussed focuses on learning disabled adolescents and adults. A brief synopsis of a few representative studies follows.

A number of authors look at the development of LD adolescents. For example, LaGreca and Mesibov (1981) explore the joining and conversation skills of LD boys. Miller (1981) reviews the psychological literature on the achievement-motivation, labeling, memory, morality interaction and cognitive skills of LD adolescents. Pihl and McLarnon (1984) discuss parental attitudes about their LD children in these areas: academic and learning orientation, self-satisfaction, delinquency, flexibility, sociability, dependency, impulsivity, and TV watching.

Other professionals have explored the ramifications of learning disabilities on adults. Staff members at the Woodrow Wilson Rehabilitation Center (Hoffman, et.al., 1987) have gathered data about the needs of LD adults in these areas: academic, medical/health/vocational, daily living skills, social skills and personal adjustment. Kroll (1984) discusses a number of studies about LD adults that touch on such diverse subjects as test scores, learning patterns, educational levels, school adjustment, accommodations, employment rates and types, mean income, job satisfaction, job

performance, social adjustment, family life, independence and sample interventions.

One major source of empirical data and epidemiological studies about learning disabled adolescents and adults is the University of Kansas Institute for Research in Learning Disabilities (e.g. KU-IRLD). The KU-IRLD was originally created to identify secondary and postsecondary populations with learning disabilities and develop interventions for them. We have reviewed six papers from their extensive body of literature as examples of their work. (Alley, Deshler, Clark, Schumaker, & Warner, 1983; Clark, 1980; Deshler, Alley, Warner, Schumaker, & Clark, 1980; Meyer & Lehr, 1980; Schumaker, Warner, Deshler, & Alley, 1980; and Sinning, Hudson & Deshler, 1980). For further information, see Appendix 3.

Suggested Materials

Another encouraging trend seen in the recent transition literature is the creation of materials that will assist service providers in their work with LD adolescents and adults. Because we see these materials as a critical component of the transition literature, we will highlight a few examples below.

Many excellent transition materials were originally developed by service providers themselves. Professionals who work with LD students would often be challenged to make academic, vocational and psychological adaptations for those individuals in postsecondary settings. This might mean developing curriculum changes in course materials and lectures, new counseling techniques, and/or vocational opportunities. So they created materials from scratch and then compiled these suggestions for other professionals. Examples of this approach are the HELDS booklets and Support Services for LD Students in Postsecondary Education: A Compendium of Readings (AHSSPPE, 1986).

Other authors developed materials that were germane to the many facets of the transition process itself. First, they examined such diverse transition-related issues as parent support, disability awareness, appropriate accommodations, personal advocacy, learning style, and knowledge about postsecondary settings. Then they created specific materials that offered practical suggestions for LD students and their families. Examples of these materials are Unlocking Potential: College and Other Choices for Learning Disabled People-A Step-By-Step Guide (Scheiber & Talpers, 1987), the Secondary/Postsecondary Transition: Student Questionnaire (Aune & Ness, 1987) and the Transition Curriculum (Ness & Aune, 1987).

In our collective experience, we have observed that a large part of transition service delivery to LD students is individualized one-to-one problem-solving. This often means that the professsional must immediately access the appropriate resources and strategies when they are needed.

Consequently, we have included seven appendicies at the end of this supplement to assist the reader in contacting various agencies and institutions that have materials which we have found to be useful for the transition needs of LD adolescents and adults. We feel that these resources are a valuable place to start when trying to

problem-solve for specific students.

In conclusion, we hope that this first supplement to the Annotated Bibliography will give the reader a taste of what is already known about transition for LD adolescents and adults, and will stimulate LD professionals to learn more about this critical process.

This annotated literature review has many citations which can be grouped into four broad categories. The categories were chosen because they are summaries of themes and central ideas discussed in the article. We have tried to code each entry in the bibliography by an appropriate category (or categories) to clarify the material for the reader as much as possible. Each code after a specific citation reflects the focus or main ideas of that article. The codes, as listed below, are included in brackets [ ] at the end of each citation to set it off from the rest of the annotation.

[S] 1. Secondary Services/ LD Adolescents

[P] 2. Postsecondary Services/ LD Adults

[V] 3. Vocational or Job Related Skill Development

[T] 4. Various Issues and Theories Dealing With Transition

Those citations concerning information which seems the most germane to the LD Transition Project have been discussed in greater depth. We have also tried to highlight articles or materials which seem to be especially useful for LD students, their families and various professionals involved in the transition process from secondary to postsecondary settings.

Several individuals have provided valuable assistance to the authors in the development of this supplement. Special thanks are extended to Bill Margolis and Nancy Engen-Wedin for their useful feedback and editing of this manuscript.

Aase, S. & Price, L. (1986). Using Appropriate Documentation Within the Secondary/Postsecondary Transition Process with Learning Disabled Adolescents and Adults. Minneapolis, MN: The LD Transition Project-University of Minnesota. (ERIC Document Reproduction Service No. ED 280 225). [T, S, P]

This working paper discusses the need for appropriate, clear documentation of LD services received during high school. It is very important for the service providers in the postsecondary setting to be aware of what assistance the LD student received in the past. It is also helpful to know which services were effective and what goals could be successfully accomplished in the new postsecondary environment, given the LD student's individual strengths and weaknesses.

An integral part of this paper is a sample transition plan. The plan covers all the areas described above. In addition, it has sections that list specific information about the LD student's diagnosis, amount of time spent in a resource room, past vocational services, past and current academic accommodations, previous job experience and postsecondary goals. A page for specific objectives to be completed is also included.

This paper will be of special interest to secondary LD service providers who are writing transition plans to update high school IEPs. It will also be useful to postsecondary professionals as a vehicle to plan services necessary in the new postsecondary environment.

Note to the Reader: For further information about this paper, see Appendix 1.

Association of Handicapped Student Service Programs in Postsecondary Education. (1986). Support Services for LD Students in Postsecondary Education: A Compendium of Readings. Columbus, Ohio: Association of Handicapped Student Service Programs in Postsecondary Education. [P,V,T]

This publication is a collection of papers which have been written by AHSSPPE members for the 1984, 1985, and 1986 Conference Proceedings. They may be of special interest because they were written by LD service providers for other service providers in postsecondary settings. A wide range of topics are explored, including transition from high school to college, model service delivery programs in postsecondary education, faculty awareness, academic accommodations, psychosocial issues and employment opportunities.

Note to the Reader: We have found these papers to be packed with practical suggestions for addressing many problems encountered daily in postsecondary education with LD individuals.

For further information about ordering this or other materials from AHSSPPE, see Appendix 2.

Alley, G., Deshler, D., Clark, F., Schumaker, J. & Warner, M. (1983). Learning disabilities in adolescent and adult populations: Research implications (Part II). Focus on Exceptional Children. 15 (9). 1-14. [S]

This paper from the University of Kansas Institute for Research in Learning Disabilities addresses the necessity for empirical data about LD adolescents & adults.

A comprehensive epidemiological data base was developed to analyze data from numerous sources about a variety of topics. The topics discussed in this article include: 1) the generalization of skills by LD adolescents, 2) motivations of LD students on various tasks and situations, 3) the quality and quantity of social skills of LD adolescents with peers and others in their environment and 4) a description of young adults with learning disabilities.

Of special interest to the reader are the sections of the article that discuss the educational implications of each topic.

For further information about obtaining this article or other materials from KU-IRLD, see Appendix 3.

Aune, B. & Ness, J. (1987). Secondary/Postsecondary Transition: Student Questionnaire. Minneapolis, MN: The LD Transition Project--General College, University of Minnesota. Manuscript submitted for publication. [T, S, P]

Perhaps one of the most important areas in the transition of LD adolescents and adults from secondary to postsecondary settings is their self perceptions about this process.

The Student Questionnaire was originally developed by staff from the LD Transition Project at the University of Minnesota to gather data on LD students' self-knowledge in five key areas: individual learning style, awareness of postsecondary options, self advocacy, transfer of study skills, and interpersonal skills.

To gather this information, the LD student answers short questions in a multiple choice, Likert scale or open-ended answer format. The advocacy section includes roleplaying activities. The interpersonal section has a unique video-tape component.

The Questionnaire can serve a number of functions: to diagnose specific transition-related student characteristics, to monitor a student's progress over time; to increase a studsent's awareness of transition issues; and to assist service providers in choosing specific classroom modifications.

The instrument has no formal scoring system, but the manual contains interpretation guidelines that are useful for the LD service provider.

For further information about this material, See Appendix 1.

Barbaro, F., Christman, D., Holzinger, S. M., & Rosenberg, E. (1985, January-February). Support services for the learning disabled college student. Social Work. pp.12-18. [P]

This article looks at a definition of learning disabilities from an "ecological perspective". The authors define this perspective as the evolving interrelationships between the LD individual and his/her environment. They examine the problems that develop from this relationship within the context of three theoretical models. These are: Erickson's model, Piaget's model and a brief overview of DSM III. A case study of an LD adult illustrates the components of the various models.

Brill, J. & Brown, D. (1986). Keeping your job at the water cooler: Social skills, employment and learning disability. In Association of Handicapped Student Service Programs in Postsecondary Education (Ed.), Support Services for LD Students in Postsecondary Education: A Compendium of Readings. (pp.129-133). Columbus, Ohio: Association of Handicapped Student Service Programs in Postsecondary Education. [P, V]

Much has been written in the field of learning disabilities about social skills, but few have looked at the ramifications of social skills upon the workplace. This article talks about how social skill deficits can lead to problems with finding or keeping a job. Specific difficulties, such as an insubordinate attitude and office politics, are discussed. Methods of remediation, including a brief synopsis of a social skills curriculum are listed. The authors strongly advocate that remediation take place before the LD student graduates from the postsecondary setting.

Brown, D. (1982). Rehabilitating the Learning Disabled Adult. Washington D.C: President's Committee on Employment of the Handicapped. (ERIC Document Reproduction Service No. ED 230 751). [V]
*Also published in: American Rehabilitation. (1982). 7 (3).

Providing appropriate vocational services for adults with learning disabilities is often a frustrating and difficult process. The author aptly illustrates this point with numerous, short case studies. In addition, she defines a learning disability, as seen in adult populations, in clear, easily understood terminology. She gives examples of how the vocational rehabilitation system can provide sorely needed benefits for LD adults. She emphasizes the importance of cooperation between Vocational Rehabilitation and local employers. Services provided for LD individuals in a college setting are also described.
Of special interest is the glossary of specific types of learning disabilities included at the end of the article. The glossary, plus the case studies, could be shared effectively with prospective employers or VR personnel who have little previous knowledge about learning disabilities.

Clark, G. M. (1980). Career preparation for handicapped adolescents: A matter of appropriate education. (Monograph No. 7). Lawrence: University of Kansas, Institute for Research in Learning Disabilities. [S, V]
*Also published in Exceptional Education. (1980). 1, (2).

This article focuses on career education in regular education programs and its implications for handicapped adolescents in the mainstream. Career is defined in the broad sense, as a person's course or progress through life. Clark reviews several studies which point out the inadequacy of present school programs in the following components: career preparation/occcupational development, daily living skills, and personal-social skills. He argues that both the content (curriculum) and instructional approach (methodology) must be useful to each individual, and that the appropriate-ness of content and delivery of regular high school programs must be challenged.

Crimando, W. (1984, April/May/June). A review of placement-related issues for clients with learning disabilities. Journal of Rehabilitation. pp.78-81. [V]

Much more information is needed in the field of learning disabilities to assist Vocational Rehabilitation counselors in working effectively with this population. This useful article was written to shed new light on rehabilitation planning for LD adolescents and adults.

The author uses a model for rehabilitation and placement that looks at the following critical areas: 1) job readiness, job seeking and job retention skills, 2) job selection, 3) job training, 4) job analysis, job development, and selective placement, and 5) job restructuring and modification.

Of special interest to the reader is the author's discussion of three distinct employment patterns among clients with learning disabilities: stable unemployed, chronic job seekers, and the unemployed. The reader may also find helpful the descriptions of group procedures (especially job clubs) as a vocational guidance alternative for LD adolescents and adults.

Cronin, M. & Gerber, P. J. (1982, October). Preparing the learning disabled adolescent for adulthood. Topics in Learning and Learning Disabilities. pp. 55-68. [S]

The focus of this article is how the maturation of adolescents can be strongly affected by a learning disability. Cronin and Gerber look at a number of studies to describe specific characteristics seen with adolescents with learning disabilities. A helpful table of specific disabilities summarizes these characterisitics.

Other areas discussed by the authors include assessment and programming alternatives. Four educational models are suggested. The need for future research is also discussed.

Dalke, C. & Schmitt, S. (1987). Meeting the transition needs of college-bound students with learning disabilities. Journal of Learning Disabilities. 20, (3). 176-180. [T, P]

This article is a description of Project ASSIST, a federally funded transition program at the University of Wisconsin-Whitewater. Dalke and Schmitt created their model after they observed that LD indviduals are often underprepared for college life. For example, they discuss the changes that often bewilder new college students with learning disabilities. The authors describe student participants and various components of the Project. The model includes diagnostic evaluations, academic instruction, affective support, campus awareness, support services and strategy training. Project results are also briefly explained.

Of special interest to the reader is the authors' contention that 60-80% of LD students in Project ASSIST had never received an explanation about their learning disability before participation in the Project.

Deshler, D., Alley, G., Warner, M.M., Schumaker, J., & Clark, F. L. (1980). An epidemiological study of learning disabled adolescents in secondary schools and support services. (Research Report No. 19). Lawrence, Kansas: University of Kansas, Institute for Research in Learning Disabilities. [S]

This article is one of a series reporting on the results of an epidemiological study of LD, low acheving (LA) and normal achieving (NA) adolescents. The purpose of this particular part of the study was to ascertain whether there was any difference between LD and low achieving adolescents in the degree to which they would ask for and receive help from various support services in and outside of school. All three groups indicated their first choice as a source of help would be their friends. They all chose parents as second choice. The three groups differed in their third choice. LD youth chose teachers most often, low-achieving chose guidance counselors, and normal youth chose a brother or sister. Although all three groups chose friends as a source of help, the per cent of LD and LA youth who chose friends was much smaller than the per cent of normal achieving youth who chose friends. The authors conclude that this may indicate that a small group of LD youth are social isolates, but the group as a whole are not isolated. Results indicate that both LD and LA youth rely more heavily on support services than NA youth.

Donahue, M. & Bryan, T. (March, 1984). Communicative skills and peer relations of learning disabled adolescents. Topics in Language Disorders. pp. 10-21. [S]

This article is a comprehensive look at how age-appropriate communication skills affect the socialization of LD adolescents. The authors explore the use of language and slang as passports into teenage peer groups. They discuss how critical appropriate communication is to peer acceptance, but how often LD teenagers are separated from their peers due to deficits in communication. Social skills training programs and studies dealing with LD students in group interactions are also explained. The authors conclude with recommendations for accommodations in this area.

HEATH Resource Center. (1981). Fact Sheet: Education Beyond High School-The Choice is Yours! Washington D.C: HEATH/Closer Look Resource Center. pp. 1-4. [P, T]

The National Clearinghouse on Postsecondary Education for Handicapped Individuals (i.e. the HEATH Resource Center) has developed a series of fact sheets to assist professionals who work with LD adults and their families in a number of areas related to postsecondary education. The fact sheets are an excellent way to start a discussion of transition-related questions with students and families.

This particular Fact Sheet concisely describes the differences and similarities of universities, four year colleges, community colleges, vocational schools, home study, and adult education. Pertinent questions and issues are raised throughout the material to help LD individuals and their families make the best choice for continued education. For further information about materials from HEATH, see Appendix 4.

Hedberg, S. (1987, September/October). Transition from school to the community and the workplace for youth with learning disabilities. ACLD Newsbriefs. no. 171. pp. 7-8. [T]

This brief article examines the recent popularity of the topic of transition in the field of learning disabilities. Hedberg defines what transition means to LD students and their families. She discusses the legislation that affects transition services and how those laws were enacted. Examples of service delivery models using transition services are described. The role of parents in the transition process is also mentioned.

HELDS Project. (1982). Instructional Booklets (Various Titles). Ellensburg, WA: Central Washington University. [P]

In the earlier version of this bibliography (Price & Johnson, 1986), we gave a brief overview of the materials from the HELDS Project. We take this opportunity to describe these materials in greater detail.

The HELDS Project was a federally funded educational model developed during 1980-1983 at Central Washington University. Twenty regular teaching faculty, with little or no previous knowledge of learning disabilities, received intensive training in learning disabilities and then modified their courses and methods to meet the needs of LD students in their classes. Each instructor then wrote a booklet on how to adapt courses in their particular discipline. The booklets give suggestions to subject area instructors on how to handle assignments, tests, teaching methods, course syllabi, etc. Each booklet stands alone on its own merit, but together they form a testimony to superior college level teaching for LD individuals.

In addition, Appendix A in each booklet contains a criterion and behavioral checklist to screen adults for learning disabilities. This checklist also serves as a functional profile of an LD student's individual strengths and weaknesses.

For further information about the individual subject areas addressed in the booklets and how to order them, see Appendix 5 .

Hinds, K. (1984, December/January). Dyslexics at Brown. Brown Alumni Monthly. pp. 25-31. [P]

Case studies and student interviews highlight this article about the hurdles that many dyslexic young adults face while they struggle to complete a degree program at Brown University. This article clearly describes dyslexia in simple terms. It also looks at various services that are available at Brown.

Of special interest to the reader is the administration's perspective about effectively working with dyslexic students in a competitive college setting. Another interesting area is the strong formal and informal support that the dyslexic students provide each other.

Hoffman, J. F., Sheldon, K. L,. Minskoff, E. H., Sautter, S. W., Steidle, E. F., Baker, D. P., Bailey, M. B., & Echols, L. D. (1987). Needs of learning disabled adults. Journal of Learning Disabilities. 20, (1). 43-52. [V, T]

This article reports on a major survey done by the The Research and Demonstration Project on Improving Vocational Rehabilitation of Learning Disabled Adults at the Woodrow Wilson Rehabilitation Center. LD adults, service providers and consumers/advocates (i.e. parents) were surveyed to determine the needs of LD adults. The survey was designed so that perceptions of the three groups could be compared in the following areas: academic, medical/health, vocational, daily living skills, social skills, and personal adjustment. This annotation will only highlight a few of the many findings of this survey.

In academic areas, LD adults indicated numerous problem areas, while service providers and consumers indicated only reading disabilities as a barrier to employment. Memory was identified as the most important cognitive deficit by all groups. All three groups indicated social skills as a problem, with impulsive behavior ranked first. Personal problems were indicated by a significant number of respondents, but very few were receiving help for those problems. The need for more vocational and career education was indicated by all three groups. No major health problems were reported.

Kroll, L. G. (1984). LD's--What happens when they are no longer children? Academic Therapy. 20, (2). 133-148. [P, V, T]

This article is a brief overview of many studies that deal with various issues concerning adults with learning disabilities: the effects of time on test scores and learning patterns, the level of education achieved, school adjustment, compensatory accommodations used, employment rates, types of employment, mean income, job satisfaction, job performance, social adjustment, family life, dependency, and current interventions. Limitations of the available research are described and future research is suggested.

A number of the author's conclusions may be of special interest to the reader. Kroll believes that many LD adults are reaching "appropriate educational levels" (e.g. high school graduation or college), but few can find or hold appropriate jobs. She reports that a number of adults with learning disabilities are under-employed. They have little job satisfaction and a low median income. In addition, she sees continuing problems with socialization for many LD adults, although the results are mixed. Kroll feels that some intervention models such as individual therapy or support groups, do show promise for LD individuals.

LaGreca, A. M. & Mesibov, G. B. (1981). Facilitating interpersonal functioning with peers in learning disabled children. Journal of Learning Disabilities. 14 (4). pp. 197-199, 238. [S]

This article discusses a social skills training program for four learning disabled boys (ages 12-16). The boys met once a week for six weeks during a summer school

program. Specific activities included "joining" (i.e. initiating social interactions), and "communication-conversation skills" (i.e. modeling, coaching and behavioral rehearsal strategies). Pre- and post- roleplays were videotaped as meaures of social skill levels. A self-report measure was also used. Results from these measures indicated that the boys improved their interpersonal skills and interacted more frequently with their peers.

Meyer, E. L. & Lehr, D. H. (1980). A response to evolving practices in assessment and intervention for mildly handicapped adolscents. (Monograph No. 8). Lawrence, KS: University of Kansas, Institute for Research in Learning Disabilities. [S]

The authors argue that more attention should be given to students' educational histories when making instructional decisions for mildly handicapped adolescents. They state that it is not enough to know their present instructional levels. Two students who are on the same level may have reached it with varying degrees of instruction. The intensity of instruction over time, not the amount of time in instruction must be taken into consideration in planning for the future. The authors point out that LD programming has followed a path similar to MR programming in which certain types of programs become the norm for the entire handicapped group. For example, the current trend towards a coping skills curriculum may not be appropriate for many LD youth. Many of them could still benefit from intensive instruction because they may not have had it in the past, even though they were in Special Education programs. Anther trend which the authors criticize is the placement of LD students in the least restrictive alternative. They claim that the regular classroom is chosen to meet the students' social needs, rather than their academic development. A number of recommendations are made in the article on the conditions needed in schools to achieve intensive instruction.

For more information about ordering this article, see Appendix 3.

Miller, S. R. (1981). A crisis in appropriate education: The dearth of data on programs for secondary handicapped adolescents. Journal of Special Education. 15. pp. 351-360. [S]

The author points out that present instructional practices for handicapped youth are based on research done on normal youth. The author reviews the literature in psychology since so little is available in the Special Education field. He reviews the follwing topics of research: achievement-motivation, labeling, memory, morality interaction, and cognitive skills. In each area he summarizes what research has found on normal populations and raises questions that should be addressed in research on handicapped youth. For example, under cognitive skills he suggests that research is needed on strategies for teaching formal-operational thinking, so handicapped youth can better organize information and accommodate new information. He concludes by saying that programs for handicapped youth will not be appropriate to their needs until a data base is developed on them.

Morse, D. (1977). Counseling the young adolescent with learning disabilities. The School Counselor. 25 (1). 8-15. [S]

Learning disabled adolescents often bring socioemotional conflicts into academic settings. This article describes practical ways that secondary and postsecondary LD service providers can attempt to meet these needs.

Morse first discusses how learning disabilities affect school behavior, social and personality problems. She emphasizes the importance of fostering self-esteem in LD individuals. The primary focus of this article is the high school counselor, although many of her suggestions are equally applicable to other secondary and postsecondary professionals.

Of special interest to the reader are the excellent hints for counseling LD students in both group and individual sessions. For example, Morse suggests planned, structured group activities. She also advocates the use of "real" everyday language during group sessions.

National Joint Committee on Learning Disabilities. (1987). Adults with learning disabilities: A call to action. Journal of Learning Disabilities. 20 (3). 172-175. [S, P, T]

This important position paper was written by the National Joint Committee on Learning Disabilities to highlight nine specific recommendations that they feel need immediate attention within the field of learning disabilities. After listing concerns which they see as having a significant effect on current LD knowledge and practice, they concisely outline the following areas: professional and public awareness about learning disabilities, appropriate program selection, elementary and secondary education, alternative academic programs, active participation by LD adults, appropriate postsecondary programs, suggested systematic research, preparation of personnel to work with LD individuals, and mental health issues.

This paper will be of special interest to the reader who wishes a thought-provoking summary of the many, diverse issues currently emerging within the field of learning disabilities.

Ness, J. & Aune, B. (1987). Transition Curriculum. Minneapolis, MN: The LD Transition Project, University of Minnesota. Manuscript submitted for publication. [S, P, T]

A real shortage currently exists of clear, practical materials which can be easily used to "teach" LD adolescents and adults about the transition process from secondary to postsecondary settings. Consequently, a curriculum was developed by two transition counselors from the LD Transition Project at the University of Minnesota. The curriculum was designed to be used by either high school LD teachers or postsecondary LD specialists. Professionals who use the curriculum with their students are assumed to have some previous knowledge of transition options and issues. The curriculum is geared for LD students who have the potential to do postsecondary level work in either a college or a vocational school.

The materials are dividied into six independent 1 1/2 hour sessions, which can

easily be expanded into longer units. The following topics are covered: choosing the right school, exploring career interests, expectations of postsecondary schools, understanding strengths and weaknesses, planning appropriate accommodations, and self advocacy. Each session in the curriculum consists of objectives, specific activities, handouts and supplemental materials.

For further information about this material, see Appendix 1.

The New York Area Study Group on Transition. (1986). Reflections on Transition: Model Programs for Youth with Disabilities. (Alan Gartner, Ed.). New York, New York: Center for Advanced Study in Education, Graduate School, City University of New York. [S,P, V, T]

The word "transition" has come to have many meanings for handicapped student service providers. One example of these diverse meanings is the wide range of service delivery models discussed in this edited text. The staff from ten OSERS funded transition projects describe their programs and the results they achieved.

Three examples that deal with LD students are of special interest:

1) The Human Resources Center in Albertson, New York carried out a three year project to assimilate high school seniors into local community colleges through weekly direct service to students and inservices to college faculty and staff.

2) New York University developed Project Class (Career and Learning Assistance and Support Services) to provide academic, personal and career growth services to LD college students. Their program included summer and school year instruction in learning strategies and use of the word processor, group activities for psychosocial and career development, and individual counseling. The project worked with students in three settings--a traditional liberal arts college, a professional school, and a non-traditional open program. The effect of these settings on students' academic success, career development, psychosocial development, and counseling needs is discussed in the text.

3) Long Island University developed a three-stage transition model for assisting LD students in making the transition to college. Advisory groups identified the issues which formed the basis of the model developed. Emphasis was placed on starting the process at high school entry, with planning for a high school curriculum which would adequately prepare student with entry-level skills for college. Assessment procedures were also developed to provide transition information to guidance counselors, parents and students. Characteristics of an effective LD college program were also discussed in the article.

See Appendix 6 for further information about ordering materials from these Projects.

Please Note: Two projects in the New York Study Group are also discussed further under the citations for " Irwin Rosenthal" and "Pearl Seidenberg".

Okolo, C. M. & Sitlington, P. (1986). The role of special education in LD adolescents' transition from school to work. Learning Disability Quarterly. 9 (2). 141-155. [S, V, T]

The focus of this article is how transition applies to vocational issues. The authors examine job-related problems that LD adolescents and adults face when they graduate from high school. Okolo and Sitlington look at studies of vocational adjustment for LD students, necessary job skills, and current vocational services. They focus on the role of secondary staff in the transition process.

The authors conclude that vocational information is rarely addressed in secondary special education programs, but rather remediation in basic academic skills is emphasized . They advocate a shift in the secondary curriculum towards vocational programming. They also suggest future research on the vocational adjustment of LD individuals.

This article, along with its citations, will be of special interest to anyone who wishes more information about vocational issues and transition.

Orzek, A. M. (1984). Special needs of the learning disabled college student: Implications for interventions through peer support groups. The Personnel and Guidance Journal. 62 (7). 404-407. [P]

The relationship between various psychosocial skills and learning disabilities is explored in this article. The author discusses the socio-emotional needs of LD college students, using Chickering's theoritical model: intellectual, physical, and interpersonal competence, aggression, sex, independence, the establishment of identity, tolerance, trust, life goals, and integrity.

Orzek suggests that peer support groups are an effective tool to foster growth with LD adults in these various areas.

Pihl, R. O. & McLarnon, L. D. (1984). Learning disabled children as adolescents. Journal of Learning Disabilities. 17 (2). 96-100. [S]

This article discusses a study of the perceptions of parents of 48 adolescents (i.e. 24 LD and 24 non-LD) in terms of the following topics: academic and learning orientation, self-satisfaction, delinquency, flexibility, sociability, social skills, dependency, impulsivity, social ease and TV watching. The parents filled out a questionnaire rating their children on various attributes. The LD adolescents were seen by their parents more negatively in the areas of self-satisfaction, delinquency, flexibility, sociability, and social skills. The authors conclude that these problems continue into adolescence and should be addressed.

Price, L. (1986). A Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults. Minneapolis, MN: The LD Transition Project, University of Minnesota. Manuscript submitted for Publication. [S, P, V, T]

This article is a brief discussion of the research literature about the transition of secondary and postsecondary LD students. Fifty citations are discussed within these subcategories: the impact of learning disabilities on adolescents, postsecondary service delivery models for LD adults, and vocational options for LD adolescents and adults.

Price concludes that a great deal of information is currently being written about transition, but most of it is preliminary at best. More research is needed to define key concepts and effective materials or techniques in promoting successful transition for LD individuals.

For further information about ordering this article, see Appendix 1.

Rosenthal, I. (1986). New directions for service delivery to learning disabled youth and young adults. Learning Disabilities Focus. 2 (1). 55-61. [P, V, T]

In an earlier version of this bibliography (e.g. Price & Johnson, 1986), an article by Rosenthal was reviewed concerning the activities for LD students at Kingsborough Community College.*

Rosenthal continues the discussion of that topic in this article. He clearly describes the goals and strategies used with LD students at the Learning Opportunities Center (LOC). The LOC model has five interrelated components: academic support, psychosocial growth, career development, faculty awareness and parent counseling. He also briefly discusses the positive results of the holistic activities, reporting that LOC particpants had a higher GPA, a lower dropout rate and higher self esteem when compared with a random sample of remedial college students.

The remainder of this article explores new problems which have emerged since the LOC program was funded: program development, psychological needs, parent adjustment, and transitional needs.

The author concludes with a brief description of a new project funded to train professionals as Counselors/LD Specialists at New York University. An excellent list of references is also included.

{*For further information see: Rosenthal I. (1985). A career development program for learning disabled college students. Journal of Counseling and Development, 63, 308-310.}

Sachs, J. J., Iliff, V. W., & Donnelly, R. F. (1987). Oh, OK, I'm LD! Journal of Learning Disabilities. 20 (2). 92-113. [P]

One concern that many LD service providers share is the lack of knowledge that LD adolescents and adults often have about their disability. Not only do they often know few facts about learning disabilities in general, but they also frequently have little understanding of their own strengths and weaknesses. An LD Seminar, created to provide this vital information, is described in this article. Student goals, the activities used to reach those goals, testimonial results and a written questionnare are discussed. The authors conclude that the LD Seminar had a positive impact on the students involved.

Scheiber, B. & Talpers, J. (1987). Unlocking potential: College and other choices for learning disabled people-a step-by-step guide. Bethseda, MD: Adler and Adler, Inc. [S, P, V, T]

This clearly written, well-organized text is an excellent sourcebook for parents, professionals and LD adults themselves. The authors explore such wide ranging topics as: how to understand and use an LD diagnosis, how to choose an appropriate postsecondary school, how to use accommodations successfully and suggested postsecondary classes. There are excellent sections about specific study skills and getting assistance for psychosocial needs through peer support groups and/or professional counseling. A brief overview of Section 504 and how campus access for LD students has changed is also discussed.

Of special interest to the reader are an extensive list of references and organizations throughout the text. We heartily recommend this text as a must for anyone's collection of transition materials.

Schumaker, J.B., Warner, M.M., Deshler, D. & Alley, G. (1980). An epidemiological study of learning disabled adolescents in secondary schools: Details of the methodology. (Research Report No. 12). Lawrence, KS: University of Kansas, Instituite for Research in Learning Disabilities. [S]

This is a detailed report of the methodology used in a major epidemiological study by the IRLD at the University of Kansas. The purpose of the study was to develop a comprehensive database on the LD adolescent and his/her environment, which could assist in developing a definition, identifying research samples using common indices, and providing researchers descriptions on interventions. LD students were chosen for the study based on criteria found in the Federal definition of LD. They were compared with both low achieving and normal students on the following variables: personal, descriptive, academic, social, and medical/health. Instruments used in the study included the Woodcock-Johnson, two subtests of the WISC-R/WAIS, a processing test, and questionnaires for parents, students, and teachers. The goal of the first phase of the analysis of the data was to identify those variables which differentiated low-achieving and LD students. Research Reports #13-20 discuss the results of the study. (See Appendix 3 for further information).

Seidenberg, P. L. (1986). The high school/college connection: A guide for the transition of learning disabled students. (Position Paper Series: Document No. 8). Unpublished manuscript. Brooklyn, NY: Long Island University. [S, P, T]

A three-stage transition model for college-bound LD students is presented: 1) high school instruction, 2) planning for transition, and 3) placement in an appropriate college program. Features of the model include a high school instructional program based on entry-level college skills and set in accommodative mainstream classes; a formal transition plan; a case manager at both the high school and college level; collaboration between high school and college personnel; appropriate consideration of admissions criteria, services, and accommodations at the college level; and

systematic follow-up procedures for contacting students one year after graduation.

For information about ordering this paper and other materials available from the Long Island University Transition Project, see Appendix 6.

Sinning, H.K., Hudson, F.G., & Deshler, D. (1980). Parental and staff expectations for the future achievement of learning disabled students. (Research Report No. 28). Lawrence, KS: Institute for Research in Learning Disabilities, University of Kansas. [S]

This is a report of a study to measure parent and staff expectations for the future of LD youth. Parents of 45 LD youth and staff were given a revised version of the Jensen and Kogan Rating Scale to measure their expectations of the youth in the following areas: academic adequacy, social-personal adequacy, and economic adequacy. The results of the study were as follows: 1) the difference between the expectations of mothers and fathers was insignificant; 2) the difference between the expectations of staff members was insignificant; and 3) staff members' expectations were significantly lower than parent expectations; 4) birth order had a significant effect on parental expectations for future achievement.

For further information about obtaining this report, see Appendix 3.

Wiener, J. (1986). Alternatives in the assessment of the learning disabled adolescent: A learning strategies approach. Learning Disabilities Focus. 1 (2). 97-107. [S]

The author describes assessment techniques for use with secondary LD adolescents to assist in developing appropriate learning strategies programs for them. A "testing down approach is recommended, in which assessment begins at the top of a hierarchy of skills and proceeds downward until the student is successful. Assessment procedures are described for the five areas identified in research by the Kansas IRLD as essential in a learning strategies curriculum: classroom demands, producing written work, test-taking, notetaking, and gaining information from text. Interview forms are provided in the article for each of these five areas. Wiener recommends specific probes to get at how students deal with classroom demands. She emphasizes looking at the composing process in evaluating written work and analyzing a student's notebook to evaluate their notetaking skills. Wiener suggests examining three areas when evaluating test-taking skills: test preparation, test-taking behavior, and test product. She assesses students' ability to gain information from text by asking them to bring in a text and to explain how they will go about learning it. The author begins each of the five interviews with open-ended questions and then uses specfic probes to get at strategies students have in their repetoire, but don't use unless instructed to do so.

White, W. (1985, Summer). Perspectives on the education and training of learning disabled adults. Learning Disability Quarterly. 8. pp. 231-236. [P, V]

Professionals who are interested in the delineation of specific research topics within the field of learning disabilities, as it applies to adults, will find this article useful. White concisely discusses research in these areas: socialization, vocational

adjustment, education/training, and future implications for research and programming.

Of special interest to the reader is White's suggestion to shift the current primary emphasis on academic service delivery to include psychosocial topics. He also emphasizes that programs for LD adults should be unique to their needs, not duplicates of the services typically used with other disabled adults.

Zigmond, N. & Sansone, J. (1986). Designing a program for the learning disabled adolescent. Remedial and Special Education. 7(5). 13-17. [S]

This article describes the various program options that have developed for learning disabled secondary students. The following models are described in terms of the amount of time students are assigned to the program and the extent to which the curriculum in the program differs from the mainstream curriculum:

1) resource room model- novel curriculum (Curriculum is different from mainstream and may include basic skills remediation, survival skills lessons, and/or instruction on learning strategies.)
2) resource room model-tutoring (Resource room teacher provides "backup" instruction to LD students taking mainstream courses.)
3) self-contained class-functional curriculum (Curriculum focuses on survival skills for functioning in society after high school.)
4) self-contained class-standard high school curriculum (Mainstream curriculum is taught with adapted presentation.)
5) consultation model (Special education teachers serve as consultants to mainstream teachers.)
6) work study model (Job skills and job experience are emphasized).

The article then discusses the three main factors which influence the decision about which program option a student will participate in: a) administrative practices-most schools do not have all of the options described above, b) teacher orientation-teacher's training and experience will influence what model they develop, c) student characteristics-an option should be based on the progress they've made in special education so far, their goals for post-high school, and the behavioral responses to the demands of high school.

APPENDIX 1

The following articles and materials are currently available from the LD Transition Project:

1) The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography (35 pages, cost $5.00*)
{ Everyone who orders a copy of the Bibliography will receive the two annual updates, free of charge}
2) A Selective Review of the Professional Literature Concerning the Transition Process of LD Adolescents and Adults (cost $1.50*)
3) Using Appropriate Documentation Within the Secondary/Postsecondary Transition Process of LD Adolescents and Adults (cost $1.50*)
4) LD Support Groups Work! (cost $1.50*)
5) Effective Counseling Techniques for LD Adolescents and Adults in Secondary and Postsecondary Settings (cost $1.50*)
6) Transition Curriculum: Preparing Learning Disabled Students for Postsecondary Education** (cost $5.00*)
7) Secondary/Postsecondary Transition: Student Questionnaire with videotape** (cost $15.00*)

** At this time, the curriculum and questionnaire are being disseminated *for field testing only*. If you are interested in becoming a test site, please contact us at the address below.

*Prices allow us to recover production and mailing costs only. We are unable to accept purchase orders! To order, send a check, cash or a money order to:

Jean Ness
The LD Transition Project
106 Nicholson Hall
216 Pillsbury Drive S.E.
University of Minnesota—General College
Minneapolis, Minnesota 55455

(612) 625-7578

APPENDIX 2

The Association on Handicapped Student Service Programs in Postsecondary Education (i.e. AHSSPPE) is a multi-national, non-profit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life.

A wide variety of information and materials is available from AHSSPPE. These materials might be of special interest to the Reader:

1) Journal of Postsecondary Education and Disability
2) ALERT Newsletter
3) Membership Directory (updated yearly, available to AHSSPPE members)
4) an extensive Publication Series (Examples are: Proceedings from past national conferences, an Annotated Bibliography of Information Sources, Through the Looking Glass, and How to Choose a College: Guide for the Student with a Disability)
5) AHSSPPE Special Interest Group Newsletters (Examples are newsletters from these SIGs: Career Services, Community Colleges, Independent Colleges/Universities, Learning Disabilities, TRIO Programs, and Women and Disabilities.)

For further information, contact:

AHSSPPE
P. O. Box 21192
Columbus, Ohio 43221
(614) 488-4972 Voice/TDD

APPENDIX 3

The University of Kansas Institute for Research in Learning Disabilities (KU-IRLD) has published an extensive list of of research reports, articles, monographs, and papers describing studies conducted by Institute researchers and staff members. The primary focus of all of this material is a variety of issues concerning learning disabled adolescents and young adults. We have highlighted only a few of their monographs and articles in this supplement.

For further information, contact:

Coordinator of Research Dissemination
Institute for Research in Learning Disabilities
313 Carruth-O'Leary Hall
The University of Kansas
Lawrence, Kansas 66045

(913) 864-4780

*Note to the Reader: All materials are available on a pre-paid basis, so we encourage you to contact them first for a current list of materials and prices.

APPENDIX 4

The HEATH Resource Center (Higher Education and the Handicapped) operates the National Clearinghouse on Postsecondary Education for Handicapped Individuals. The Center gathers and disseminates current information about educational support services, policies, procedures, adaptations, opportunities on American campuses, vocational/technical schools, adult education programs, independent living centers, and other training entities after high school.

Many useful resources are available, often free or at cost. Some of the materials are also available either on tape or computer disk.

Materials that we have found to be exceptionally helpful are listed below:

1) HEATH fact sheets
   a) Career Planning and Placement Strategies
   b) Community Colleges--Concerns and Resources
   c) Cost Effective Ideas (for administrators)
   d) Education for Employment (vocational education)
   e) Financial Aid and Disabled Students
   f) Learning Disabled Students in Postsecondary Education
   g) Make the Most of Your Opportunities (for students)
   h) Strategies for Advising Disabled Students
   i) Vocational Rehabilitation Services--A Student Consumer's Guide
2) HEATH newsletter
3) State Resources list (specify state)
4) How to Choose a College: Guide for the Student with a Disability.

For further information, contact:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington D.C., 20036-1193.

(202) 939-9320 or 1-800-54-HEATH

APPENDIX 5

Below are listed the titles and authors of the booklets in the HELDS series:

1) Special Education Courses for the Learning Disabled by Janet Reinhardtsen
2) Psychology of Adjustment and the Learning Disabled Student by Darwin Goody
3) Learning Disabled Students in the Behavioral and Social Sciences by Frank Sessions
4) Cleo and the Learning Disabled by Zoltan Kramer (history)
5) Spelling is as Spelling Does by Cheryl C. McKernan
6) Suggestions for Modifications in the Teaching of General Chemistry to Accommodate Learning Disabled Students by H. S. Habib
7) Let Me Try To Make It Clearer by Karl E. Zink (grammar)
8) Introducing Anthropology to Everyone by Marco Bicchieri
9) The Learning Disabled Student in a Television and Radio Announcing Course by Roger R. Reynolds
10) Teaching Electricity with Learning Disabled Students by Gerald Brunner
11) Accommodating Students with Learning Disabilities in College Health Education by Kenneth A. Briggs
12) Implications and Applications for Speech Communication by Roger Garrett
13) Logic for Everyone by John Utzinger
14) Bare Bones: An Introduction to Physical Anthropology by Catherine J. MacMillan Sands
15) A Humanistic Approach to the Teaching of Courtship and Marriage by William Owen Dugmore
16) Psychology of Adjustment and the Learning Disabled Student by Darwin Goodey
17) Implications and Applications for Speech Communication by Roger R. Reynolds
18) Practice Makes Closer to Perfect by E. E. Bilyeu (foreign language)
19) A College Professor as a Reluctant Learner: Facing Up to the Learning Disabled by John Herum (english composition)

The series must be ordered as a set of 20 booklets. The cost is $20.00. For further information, contact: Special Services, Central Washington University, Ellensburg, Washington, 98926, (509) 963-2171 or 963-2131.

APPENDIX 6

A number of materials can be purchased from the Projects in the New York Area Study Group on Transition. We have suggested a few materials below, which we feel will be of special interest to the Reader:

1) You may order Reflections on Transition: Model Programs for Youth with Disabilities directly from the Center for Advanced Study in Education, The Graduate School, City University of New York, 33 West 42nd St. (620N), New York, New York, 10036. The cost is $18.75.

2) The National Center on Employment and Disability at the Human Resources Center recently released two publications designed to facilitate the transition and assimilation of LD students into college:

a) From High School to College: Key to Success for Students with Learning Disabilities. Strategies to Facilitate Transition for College, High School and Rehabilitation Professionals.

This manual is available to help all professionals working with students with learning disabilities maximize their individual efforts and build cooperative relationships between all the other significant professionals involved in the transition process.

b) How To Succeed in College A Handbook for Students with Learning Disabilites.

This handbook is in the form of an interactive workbook to provide students with learning disabilities with the skills to evaluate their needs and to choose the most appropriate college based on those needs. The handbook will also provide students with learning disabilties with many of the skills they will need to remain successful once choosing the appropriate college.

For further information, contact:
Craig Michaels
Learning Disability Projects
The National Center on Employment and Disability
Human Resources Center
I. U. Willets Road
Albertson, New York 11507
(516) 747-5400

3) The Long Island University disseminates a number of papers which may be helpful to professionals providing services to LD adolescents and adults. A few examples are:

a) A Guide for Parents of College-Bound Learning Disabled High School Students (by Davis, Dollahan, Jacobs, Jaeger and Marici)

b) Instructor's Guide: The Integrated Reading/Writing Strategies Curriculum (by Seidenberg)

c) A Comparison of the Perceptions of High School and College Faculty: Implications for Program Development for Secondary Learning Disabled Students (by Seidenberg and Koenigsberg).

d) A College Guide for LD Service Providers (by Seelig)

e) The High School-College Connection: A Guide for the Transition of Learning Disabled Students (by Seidenberg)

For further information, contact:

Dr. Pearl Seidenberg
Dept. of Special Education
C. W. Post Campus
Long Island University
Greenvale, NY 11548
(516) 299-2132

APPENDIX 7

The Educational Resources Information Center (i.e. ERIC) is a federally funded system that collects literature on all aspects of education, including special education. The collection includes over 300,000 journal articles and over 250,000 other educationally related documents. Sixteen Clearinghouses nationally collect, abstract, and index literature for ERIC. The ERIC Clearinghouse on Handicapped and Gifted Children is a valuable resource for finding information about adolescents and adults with learning disabilties. A wide range of materials currently exists on microfiche or in hard copy including position papers, research reports, curriculum materials, testimonials and proceedings from national special education conferences.

If you are interested in obtaining any of these materials, contact your local library or:

The ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
(703) 620-3660